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ABSTRACT

Presented is the administrative and resource personnel kit developed as part of Project TEAM (Teacher Encouragement to Activate Mainstreaming) to improve attitudes and skills of regular secondary teachers working with educable mentally retarded or educationally handicapped students. Sections of the kit include an introduction, a listing of the study's significant findings and conclusions (such as enthusiasm for mainstreaming by teacher and student participants), forms and guidelines for mainstreaming preparation, suggested agendas for staff development programs, forms for use in the resource program, and a list of selected references. (DB)

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PROJECT TEAM

TEACHER ENCOURAGEMENT TO ACTIVATE MAINSTREAMING

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AUGUST 1977

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Elizabeth Trotter
Director, Project TEAM

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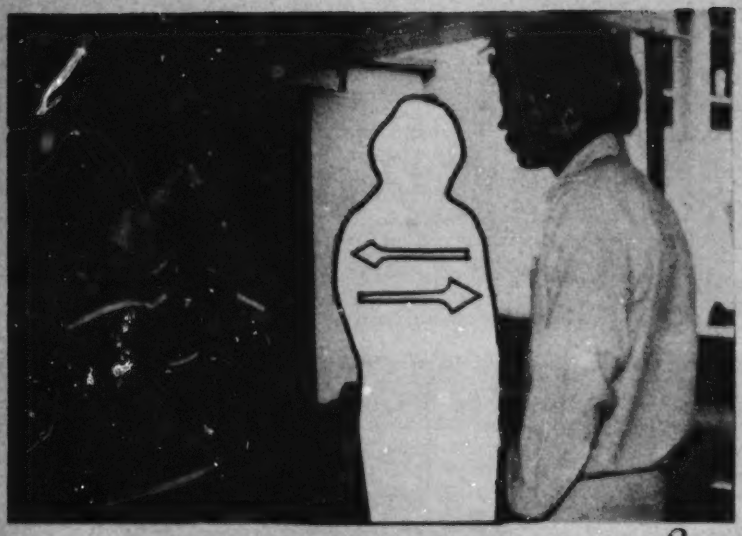

introduction

INTRODUCTION

The practice of special education has been characterized by labeling students according to learning or behavioral impediments and isolating these students for instructional purposes. This isolation, however, has been found to result in continuing learning difficulties of the students and has not enhanced their social/behavioral development.

Recently educators have been attempting to provide individual learning programs for students which permit the "special" student to function within the context of the educational mainstream of "regular" classes.

The positive benefits of providing opportunities for handicapped students to participate in the less restrictive learning environment of a regular school program with non-handicapped students has been well established through research studies. However, the implementation of such programs has not taken place on a widespread or continuing basis (Gickling and Theobald, 1975). Resistance to placing special education students in regular classes appears to have been attributable to the inabilities of the regular class teachers to make the needed behavioral and instructional adaptations necessary to ensure student success (Keggh and Levitt, 1976). The studies which show that mainstreaming is not widely occuring also show that, when regular class teachers are provided properly designed inservice and specialized resource teacher support, they do acquire the needed behavioral and instructional skills necessary to facilitate success among special education students within the regular class. One caution that must be observed — physical placement in the regular classes is not enough to ensure either academic achievement or social acceptance of special education students (Keggh and Levitt, 1975).

One of the major stumbling blocks to implementation of the California Master Plan for Special Education has been the lack of "a good inservice program designed by and for the persons involved" (Sprague, 1976). These specialized inservice programs are needed to establish guidelines and develop skills for the regular classroom teacher in efforts to include the special education student in the regular class. Inservices encourage the communication between the special education personnel and the regular class teacher. This exchange of information enhances understanding of problems facing the special education personnel as well as the special education student and the regular class teacher. It therefore helps to clarify the roles of the special education personnel in a mainstreaming program.

During the 1976-77 school year, a project based on inservice to regular teachers who were mainstreaming special education students in their classes was conducted at La Habra High School, Fullerton Union High School District. This project contributed much to the understanding of the types of strategies that are of value in mainstreaming. The single most important variable observed was that the staff members who work with special education students must retain an open attitude toward the special education students and the problems associated with mainstreaming. An open attitude is characterized by withholding judgment and seeing options to solving problems. It is also important for the regular class teacher who participates in mainstreaming to be commited to the philosophy of mainstreaming and be willing to follow through on implementation details.

The purpose of this handbook is to relate some learnings gained from implementing a mainstreaming program which may clarify for educators who want to provide students with educational alternatives, **what is mainstreaming**, **who should be involved**, and **how to successfully implement a mainstreaming program**. The handbook is comprehensive and addresses concerns involved in mainstreaming from student identification to assuring learner success in the regular program.

Because the language and jargon associated with special education has become cumbersome, a list of terms used in mainstreaming is included. For those who would like to read further on the subject, there are lists of suggested readings and references to other sources where information may be obtained.

significant findings and conclusions

SIGNIFICANT FINDINGS AND CONCLUSIONS*

- Teachers and students who have participated in mainstreaming agree that mainstreaming is an excellent practice and should be advanced. Teachers' and students' confidence increases with time and practice.

- Mainstreaming should be encouraged in any class wherein a teacher expresses a desire or a willingness to adapt materials/methods for the mainstreamed students. But, first experiences in regular classes should be limited to classes demanding limited amounts of reading, writing, and outside assignments.

- Teachers who have paricipated in mainstreaming are willing to continue to have special education students mainstreamed into their classes.

- It is not detrimental to regular students to have mainstreamed students in their classes. In some cases, special education students contribute very much to a positive, informative learning environment. These placements often result in making regular teachers aware of those students who are not special education students but have similar problems.

- The total learning environment in a regular class encourages socialization of special education students by providing good models, group activities, and exposure to more extensive subject matter and experiences than they would have in special classes.

- The social needs of special education students are usually better met in regular classes rather than in self-contained. The students admit to feeling more "regular" and "normal". Special education students are no different that regular students in that they usually prefer to be in classes with students they know; so this should be a consideration in scheduling. Teachers should often recognize students in a positive manner, encourage group activity, and should not separate students from groups because of their inadequacies.

- Special education students who successfully participate in a mainstreaming program increasingly demonstrate behaviors indicative of positive self-concepts.

- Special education students usually are more sensitive to the feelings of others than regular students. They are usually demanding of themselves and others but are extremely fair. They are probably more realistic about their weaknesses.

- Working with special education students in a mainstreaming program facilitates teacher understanding of individual student differences in both special education and regular programs.

- Some learning needs are best fulfilled in regular classes; some are best fulfilled in special classes. Regular classes encourage application of basic skills learned in special classes. There are times when basic skills improve immensely through use in regular classes, but these skills are best developed in special classes for that purpose.

- To mainstream special education students, it is **not** necessary to have many more teaching materials than would normally be required.

- To mainstream effectively, it is most helpful to determine from the student data sheets what the student is capable of accomplishing in a given class. Written individualized objectives shared with the student can enhance learning. These objectives should be reviewed and possibly revised from time to time.

- Special education students are as cooperative as regular students when they are presented with work or asssignments within their capabilities. However, the special education students often do not know where or how to begin; do not have materials; and do not have the self-discipline and/or home support required to complete homework. But, when they are assisted in these areas, they can develop into very able students.

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* For more detailed analysis of the findings upon which most of these conclusions are based, and a report of the statistical data, see Final Report of the project evaluator. Other conclusions are derived from information obtained by systematic observations and interviews with secondary level students and staff.

- Many special education students are fearful of moving into the regular classroom and need much initial support from the resource person as well as from the regular teacher.

- Special education students need some intense instruction in the basic skills in special classes. In addition, a "study" period is extremely helpful in giving the student additional time and help. (Use college tutors, peer tutors, or encourage special students to work together on assignments.)

- It should be made clearly obvious to special education students that resource persons are working with regular teachers to help them in mainstreaming special students.

- Special education students usually limit their learning by selecting classes only in their strength areas. They are less likely to experiment in electives than regular students.

- Students need to have regular, scheduled contact with resource persons.

- Teachers have an obligation to be aware of the special needs of the special education students. The work of these students will need to be monitored more often and more closely (not just by asking the student) than that of the regular students. Special education students have a history of failure in regular classes; therefore, they need more continuous, supportive feedback and encouragement than regular students.

- The learning difficulties that special education students have should be explained and demonstrated through inservices. The regular teachers should then have little difficulty in preparing to meet these students' needs.

- Regular teachers spend more time in the beginning trying to meet the needs of special education students, but they learn techniques that are useful for their entire class. As time goes on, these students' needs are more easily met and require minimal follow-up by the teacher. There are students who require more time from the teacher in the form of participation on case reviews or special conferences concerning this student. Also, for a mainstreaming program to be effective, the participating teacher will need to attend inservices. The time required for these activities could replace some other campus responsibility.

- Non-participating regular teachers often misunderstand the rationale and procedures in mainstreaming.

- Teachers are more cooperative in implementing mainstreaming procedures and retain a "service attitude" toward students when the resource persons maintain frequent contact with the teachers.

- Special education students exhibit behavior problems that are evident in some regular students, but these problem behaviors are observed to more extreme in nature. To this extent, the regular teacher should understand through inservices and resource personnel the methods that are most effective in eliminating these behaviors in special education students.

- Students respond well to contracts, resource room support, and teacher conferences to solve absenteeism. Absenteeism need not be a major problem if there is adequate monitoring and resourcing;* however, mainstreaming does not promote attendance in general. In fact, absenteeism increases in regular classes when students get behind in assignments whether from illness or other reasons. Therefore, early intervention by the regular teacher and resource person is essential.

- Special education students have very definite ideas about what they like and dislike about teachers. Qualities they would like teachers to have include the following:

  — to make special education students feel "normal"

  — to listen to students

  — to understand that all students are different from each other

  — to give each student work at his/her level

  — to keep students informed on their progress

  — to provide time for extra help

  — to help students learn to think (increase problem solving skills)

  — to encourage students to have responsibility for their own learning

---

* See problem solving section on absenteeism

— to be trusted to follow through with proper credit

— to treat students with respect

— to go over instructions or new concepts until they are understood

— to be strict but fair

— to not be too lenient with students (not let students "get away with things")

Qualities special education students do not like in teachers include the following:

— teachers move too fast through material

— teachers don't explain enough

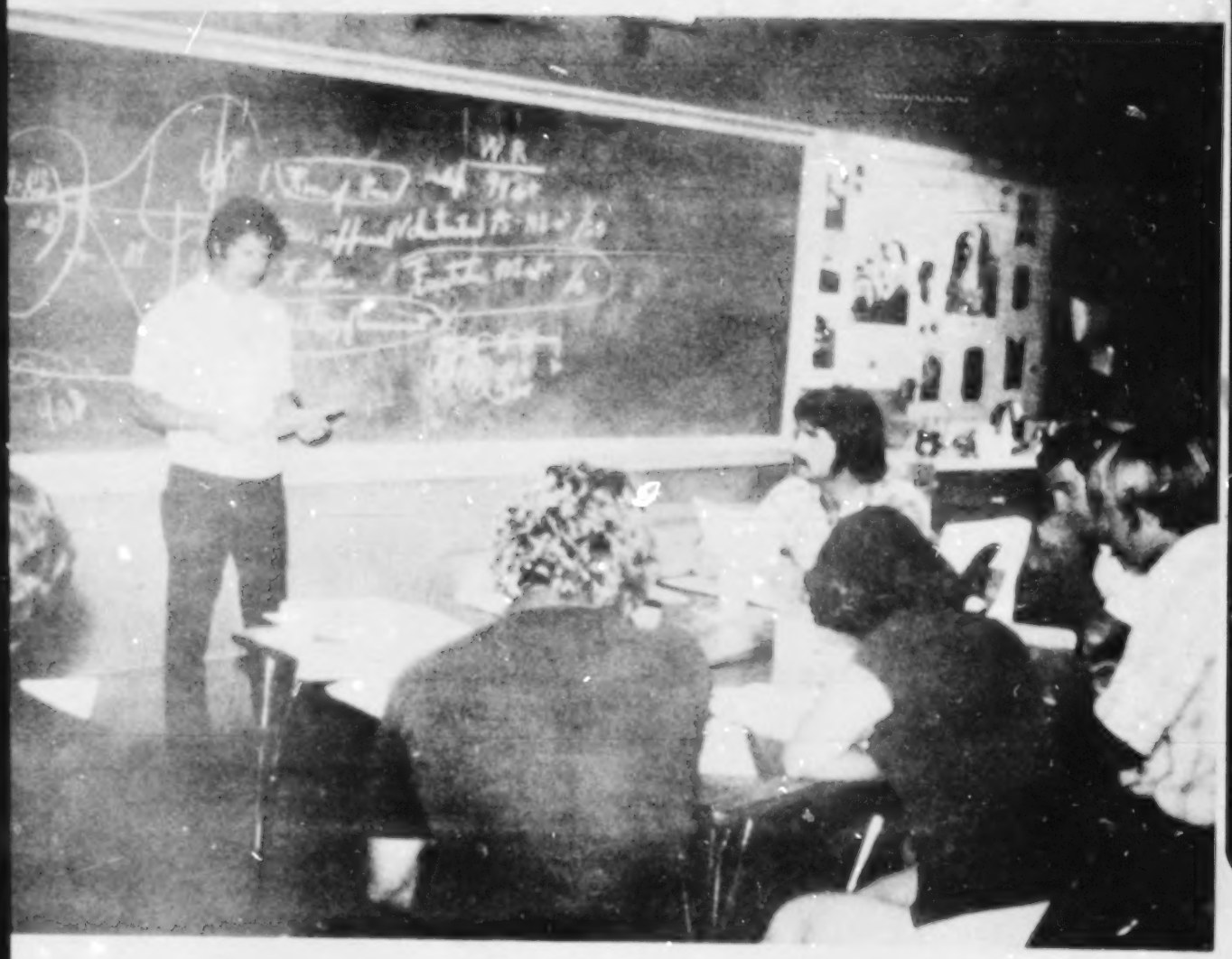
— teachers give too much work

— teachers are disagreeable too much of the time

— teachers embarrass students

— teachers give students work that is too hard

— teachers renege on agreements with students



mainstreaming preparation →

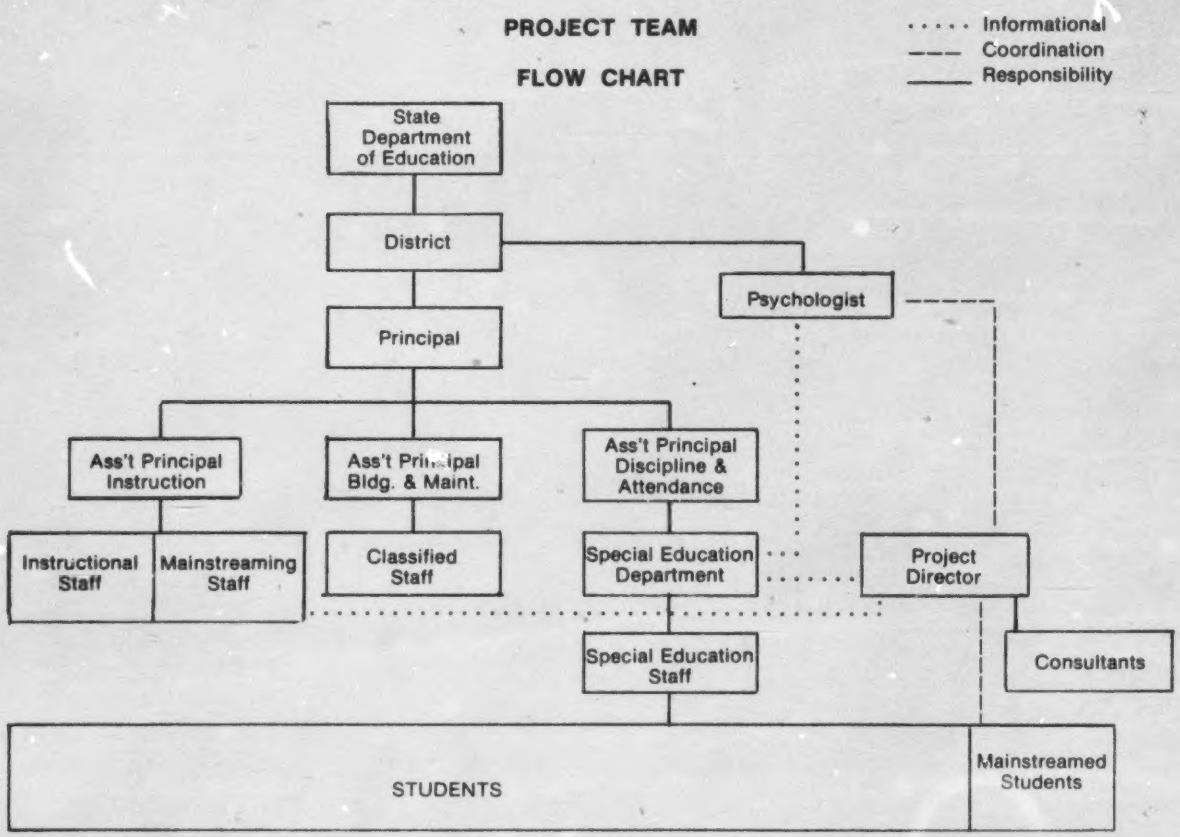
MAINSTREAMING PREPARATION

Prior to mainstreaming special education students into regular classes, certain measures should be taken. First, an accounting of the concerned student population must be made to determine need; not all students will be ready for mainstreaming. The major criterion for identifying a special education student ready for mainstreaming is that the student must demonstrate behaviorally that he/she has the potential to succeed in the regular class(es) for which he/she is scheduled.

Second, identification of the classes to be used in mainstreaming depends primarily on the teacher and then on the course content. Some classes to be avoided are those in foreign language, chemistry, physics, and higher math. Care should be taken when assigning students to classes in advanced English or advanced social science courses.

Third, the resource personnel and the regular teachers need to be identified. All special education teachers serve as resource personnel at one time or another. However, it is most helpful if each resource person is assigned to designated regular teachers rather than to specific students. In this way, a regular teacher does not have to explain his course and methods repeatedly. Also, if teacher behavior needs to be altered, it is much better to have one resource person suggest alternatives than run the risk of demeaning repetitions.

Fourth, matching of the student's demonstrated abilities with the course requirements is essential to the student's success. However, the regular class teacher, in the final analysis, constitutes the most critically significant factor in the success of the mainstreaming venture.



CRITERIA FOR SELECTION OF STUDENTS TO BE MAINSTREAMED

While the regular teacher is the crux of the mainstreaming program, the students do need to meet some entry level requirements so that their potential to succeed in a regular classroom can be determined. The student's social-emotional adjustment is a determining factor as well as his/her skill development. He/she must show the wilingness to work cooperatively with peers, to attend classes, and to attempt the work. Entering skill level requirements will vary according to class; e.g., different skills and skill levels will be required in an art class as opposed to an academic class; an introductory course designed for freshmen will have different academic and behavioral entry requirements than a course open to just juniors and seniors.

The district testing programs will determine the primary instruments to be used for identifying skill levels of special education students. However, there are certain limitations to some tests which should be taken in consideration. For instance, some tests measure reading level in terms of word recognition only, not comprehension. The reading level indicated on such a test could suggest an inflated level of comprehension and put the student at a disadvantage when potential is being determined. Therefore, whenever possible, resource personnel should supplement primary testing with other available measures including subjective evaluations to estimate a student's potential for success in a regular class.

For those who like some general guidelines in the area of skill levels, the following are suggested:

Reading*

- 5.0 grade equivalent, and above — the student can work in an introductory regular class with minimal assistance;
- 4.0 - 5.0 grade equivalent — the student is able to work with tutor and/or reader;
- below 4.0 — the student will need alternate or greatly adjusted assignments to compensate for his weakness in reading.

*Even if the student scores at 5.0 or above he may need to be directed in how to think in abstractions, how to draw conclusions, how to determine significance and how to apply concepts, and/or other complex cognitive skills.

Spelling

Although ability to read is the major cognitive predictor of success, spelling and/or arithmetic could be important. Therefore the following general guidelines are suggested for spelling and math:

- 4.0 spelling grade equivalent — student can spell in recognizable form but teacher will need to adjust grading criteria;
- below 3.0 — student will need assistance for writing papers.

Math

Project TEAM did not include any general math classes. However, students were able to function quite well in a Personal Economics class using basic math skills including simple addition, subtraction, multiplication, and division. The teachers will need to be made aware that special education students have minimal experience in using these skills and that these skills should be reviewed with the students if problems arise.

Name _____

Date _____

STUDENT DATA SHEET

PIAT/WRAT SCORES

MATH _____
READ RECOG. _____
READ COMP. _____
SPELLING _____
GEN'L KNOW. _____

Most effective learning mode _____

_____

_____

_____

Least effective learning mode _____

_____

_____

_____

AREA	DISABILITIES (describe behavior)	ABILITIES
READING		
WRITING		
SPELLING		
SPEAKING		
MATH		

SOCIO-
EMOTIONAL

_____

_____

_____

SCHEDULING OF STUDENTS TO BE MAINSTREAMED INTO REGULAR CLASSES

Prior to project TEAM, scheduling of students in regular classes was extremely important in terms of matching student and teacher personalities, specific courses, etc. Midway through the project, it became evident that when the teacher had been through a series of inservices (about eight at that time), they were the singularly most significant factor; i.e., the personalities no longer seemed to matter nor did the courses. Once the teachers understood the multi-faceted nature of the learning disabled special education students, the teachers were able to adapt course content and methods to the special needs of these students.

When **beginning** a mainstreaming program, however, it is important to select and match students and teachers who are to participate so that obvious difficulties can be averted and probable successes enhanced. After teachers have participated in the series of inservices, this matching is no longer an important factor.

Considerations in scheduling:

- SCHEDULE PRIOR TO THE OPENING OF SCHOOL SO THAT STUDENTS WILL BEGIN CLASSES WITH THE REGULAR STUDENTS. Having students in classes when school begins helps avoid the stigma of being "special" or "specially placed". One of the special education students' biggest concerns is that they may be pointed out or treated differently; i.e., they want to appear "regular". Scheduling is easier after school has started but has too many drawbacks. For example, when scheduled into a class after school has started, the student is:
  - behind immediately entering class
  - more like to be identified as being "special"
- **WHO** IS TEACHING THE CLASS IS MORE IMPORTANT THAN THE SUBJECT
- CONSIDER SCHEDULE CHANGES UNDER THE FOLLOWING CIRCUMSTANCES:
  - When, according to the teacher, too many special education students are in one class
  - When there is a poor combination of students in a single class
  - When students have accidentally been assigned to the wrong section with a teacher who is not participarting in inservices and the mainstreaming program.
  - When there happens to be a personality conflict between teacher and student.

CRITERIA FOR THE SELECTION OF TEACHERS TO PARTICIPATE IN MAINSTREAMING

Appropriate selection of personnel is as important for program success as is any aspect of its operation, perhaps of greater importance than any other variable. When knowledge of the attitudes and practices of sucessful personnel can be identified, this information can assist in future personnel selection.

TEACHER ATTITUDES

Examples of attitudes important for mainstreaming teachers to have toward students are to:

- Show more acceptance of the individuality of exceptional students.
- Express a stronger desire to assure student success in their classes than regular teachers.
- Believe special education students to be as cooperative as regular students.
- Believe special education students to be as happy and honest as regular class students.

TEACHER COMPETENCIES

Examples of teacher competencies which facilitate mainstreaming are to:

- Provide learner objectives which specify vocabulary skills and/or other aspects of their curriculum area.
- Coordinate learning materials to learning objectives.
- Monitor the learning progress of all students.
- Identify entry level skills, knowledge or other behavior of students.
- Prespecify specific learning objectives for each learner.
- Utilize specific instructional materials which are intended to facilitate learner attainment of the assigned objectives.
- Utilize specific instructional methods/strategies which are intended to facilitate learner attainment of the assigned objectives. This includes grouping patterns, use of tutors (peer, cross-age, volunteers, paid, etc.), off-campus studies, etc. . . .
- Assess learner mastery of assigned objectives before assigning new objectives.
- Provide feedback to learners' parents regarding learner progress.
- Provide feedback to learners regarding their progress.
- Recognize, commend, praise, or otherwise reward learners for their accomplishments.
- Display a positive attitude toward, or regard for, all learners.
- Include students in selecting learner objectives which they the learners must attain.
- Utilize information provided by resource specialists to plan programs for learners.
- Collaborate with other teachers with whom they also teach the same student they are attempting to provide with successful mainstreaming experiences, to plan learner objectives and activities.

TEACHER COMMITMENT

Teacher commitment to mainstreaming procedures and philosophy is critical for student success. There are allowances and adaptations that teachers must make that center around personalizing instruction. These include the following:

- **time allowance** — initially, it will take time to determine the best course of action, materials and methods for particular students. It is somewhat more time consuming to evaluate these in terms of individual student goals.
- **alternate materials** — can be commercial or teacher-developed but teachers need to identify materials that will assist in teaching concepts to specific students. These materials can include alternate texts replacing a more difficult text but preferably would be additional materials to

supplement or support concepts being presented in the basic text. Large numbers of alternate materials are not required.

- **quantity of work required by student** — often needs to be altered to fit students' capabilities. Students may be overwhelmed by the large quantity of reading required, by the length and frequency of written assignments, or by the size of a large project.

- **method of presentation** — may be the biggest adjustment teachers have to make; this can make or break a program. Teachers should present and reinforce concepts through visual, auditory, kinesthetic and tactile modalities making an effort to use at least two or more of these modalities whenever poosible.

- **methods of evaluation** — may require from the teacher a change in philosophy. Should be based on students' efforts in relation to their abilities. Care should be taken to challenge the students at their levels but not make unrealistic comparisons to regular students.

- **consideration for behavioral differences** — teacher needs to be willing to work individually with students on behavior problems and have alternate methods ready for use such as attendance contracts. Most importantly, the teacher needs to reserve time for individual student conferences to discuss and attempt to solve problems, and to realize each student is unique and his/her problem may or may not be solved the same as others.

- **conferences with resource people** — reserve time to confer with resource personnel then take input and apply to given situation. Gather and analyze data on student's behavior and work performance for evaluation in conference.

- **reserve extra time** — extra time is required by the regular teacher, but the following will help assure student and teacher success in mainstreaming:

  - While not a large amount of time is necessary to monitor progress of special education students, consistent follow-up is necessary. This includes up-to-date record-keeping.

  - Perhaps the most demanding but most rewarding time spent will be that required for inservices and staffings.

  - Inservices should be spaced throughout the year and staffings should be on-going at the rate of about one per week.

  - It is valuable to share on a regular basis with other mainstreaming teachers.

  - Some time will be necessary for conferences to give students one-to-one instruction but not more than would be given to those normally needing extra time.

  - Development of alternate materials may not be a necessity but a backlog of such materials can facilitate instruction for all students.

PROJECT TEAM
TEACHER SURVEY

Teacher _____ Date _____
(name or code number)

Please respond to the following statements by indicating the extent to which you agree/disagree with each one. Indicate your choice by checking which response category best describes your feeling about each statement. This information is required as part of the procedure to mainstream special education students. Your cooperation and assistance is appreciated. Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Mainstreaming will promote absenteeism among special education students who are put back into regular classes.	☐	☐	☐	☐
2. Mainstreaming should be made available in only a few selected classes.	☐	☐	☐	☐
3. The social needs of special education students are better met in self-contained classes.	☐	☐	☐	☐
5. Special education students have **learning difficulties** which require instructing by teachers with training in teaching exceptional children.	☐	☐	☐	☐
5. Special education students have **behavior problems** which require instructing by teachers with training in teaching exceptional children.	☐	☐	☐	☐
6. It would be detrimental to the learning environment of "regular" students to mainstream special education students into them.	☐	☐	☐	☐
7. Meeting the unique needs of special education students who are mainstreaming the regular program requires more time than is available to regular classroom teachers.	☐	☐	☐	☐
8. Mainstreaming is an excellent practice which should be advanced.	☐	☐	☐	☐
9. I am willing to mainstream special education students into classes I teach.	☐	☐	☐	☐
10. The **learning needs** of special education students are better met in self-contained classrooms.	☐	☐	☐	☐
11. In order to mainstream effectively it is necessary to have an array of objectives specified in advance to assist in individualizing instruction.	☐	☐	☐	☐

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. To mainstream special education students it is necessary to have many more teaching materials than would normally be required.	☐	☐	☐	☐
13. Teachers have an obligation to assist special education students who are being mainstreamed to be successful in their classes.	☐	☐	☐	☐
14. Working with special education students in a mainstreaming program facilitates teacher understanding of individual student differences.	☐	☐	☐	☐
15. Special education students who participate in a mainstraming program have better self-concept than those who do not participate.	☐	☐	☐	☐
16. Special education students are as honest as regular class students.	☐	☐	☐	☐
17. Special education students are as happy as regular class students.	☐	☐	☐	☐
18. Most special education students are as empathetic with others as are regular students.	☐	☐	☐	☐
19. Special education students are less able to select areas of interest for learning than are regular class students.	☐	☐	☐	☐
20. Most special education students are as cooperative as are regular class students.	☐	☐	☐	☐

In what classes offered at La Habra High School do you believe that mainstreaming would be most successful?

_____

_____

_____

_____

_____

_____

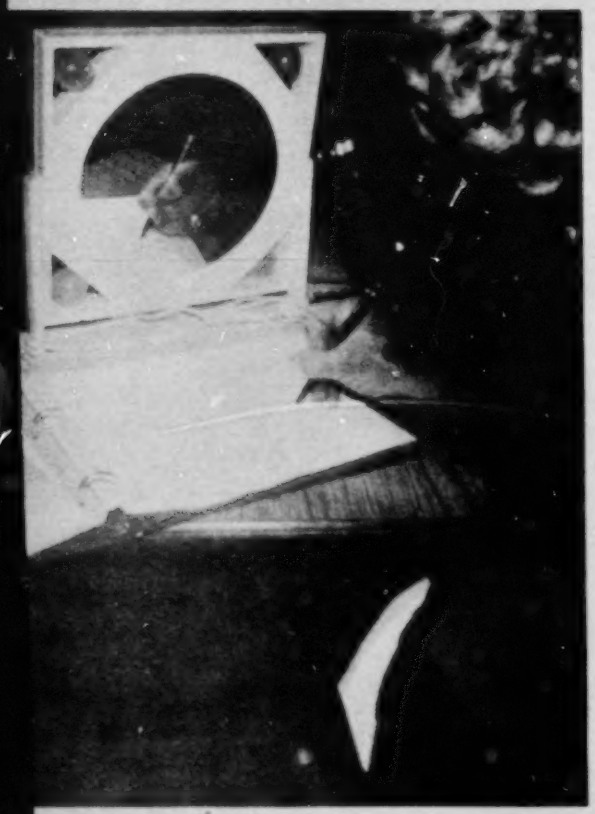
TEACHER MAINSTREAMING SKILLS AND STRATEGIES SURVEY
PROJECT TEAM

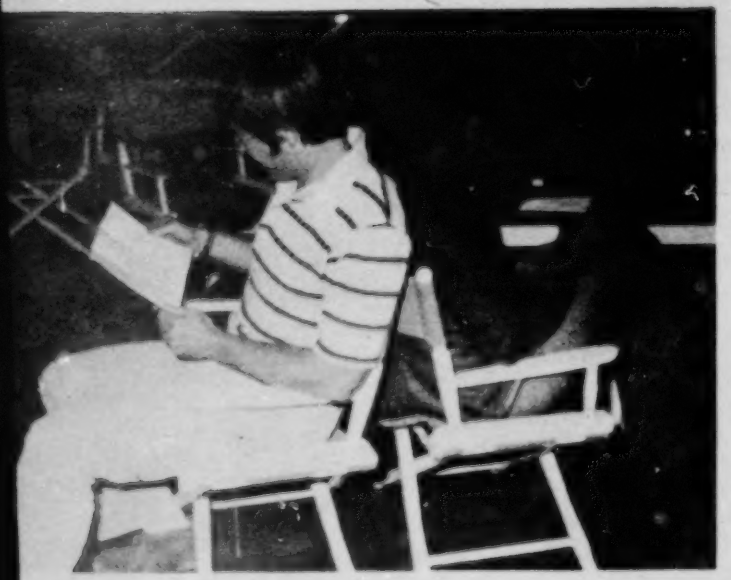
Teacher _____ Date _____
(name or code number)

This survey is intended to obtain feedback regarding instructional practices which may influence the successes of student mainstreaming from Special Education classes to the "regular" program.

Please respond to each item by checking the one category which best estimates your practices.

To what extent do you	Not at all Very little 0% - 25%	Sporadically 26% - 50%	Considerably 51% - 75%	Extensively 75% - 100%
1. Provide learner objectives which specify vocabulary skills and/or other aspects of your curriculum area.	☐	☐	☐	☐
2. Coordinate learning materials to learning objectives.	☐	☐	☐	☐
3. Monitor the learning progress of all students.	☐	☐	☐	☐
4. Identify entry level skills, knowledge or other behavior of students.	☐	☐	☐	☐
5. Prespecify specific learning objectives for each learner.	☐	☐	☐	☐
6. Utilize specific instructional **methods/strategies** which are intended to facilitate learner attainment of the assigned objectives.	☐	☐	☐	☐
7. Utilize specific **instructional materials** which are intended to facilitate learner attainment of the assigned objectives.	☐	☐	☐	☐
8. Assess learner mastery of assigned objectives before assigning new objectives.	☐	☐	☐	☐
9. Provide feedback to learners' **parents** regarding learner progress.	☐	☐	☐	☐
10. Provide feedback to learners regarding their progress.	☐	☐	☐	☐
11. Recognize, commend, praise or otherwise reward learners for their accomplishments.	☐	☐	☐	☐
12. Display a positive attitude toward or regard for all learners.	☐	☐	☐	☐
13. Include students in selecting learner objectives which they must attain.	☐	☐	☐	☐
14. Utilize information provided by resource specialist to plan programs for learners.	☐	☐	☐	☐
15. Collaborate with other teachers with whom you also teach the same students you are attempting to provide with successful mainstreaming experiences, to plan learner objectives and activities.	☐	☐	☐	☐





mainstreaming in operation:

staff development

RESOURCE PERSONNEL MAINSTREAMING PROCEDURES

Once teachers and students have been identified, the resource personnel need to plan a program of staff development. The staff development includes preservices held prior to the opening day of school and several inservices throughout the school year.

The purpose of the preservices is to acquaint the teachers with the background of special education, the terminology used, a description of exceptionalities, and a briefing concerning students who will be in their classes. Each preservice should be about three hours in length to allow time for questions and simulated application of material. (See Mainstreaming Timeline, Inservice Schedule and Agendas.) On the opening day of school, teachers should then be prepared to avert any problems with special education students.

The inservices for the school year should begin about five or six weeks following the opening of school. The purpose of the inservices is prevention and/or solution of problems in mainstreaming. Through exchange of information and skills and strategies, teachers and input personnel can either prevent problems or develop effective techniques to deal with them. These inservices can vary in length according to need. A full-day inservice can affor in-depth study of material and should be considered as an alternative to the regular two-to-three hour inservices.

Guidelines for designing a successful staff development series:

- Assess staff at the outset for their readiness.
- Assume that regular teachers are relatively naive about special education students and their special needs.
- Consider meaningful attendance incentives for staff; e.g., a release time or stipends.
- Address inservice activities to the significant goals of mainstreaming.
- Ensure that consultants are well-briefed on the nature of the group and are in full agreement with your purposes.
- Focus on real problems.
- Limit time spent in lecture.
- Arrange for direct group participation and interaction.
- Provide a relaxed workshop environment free from interruptions.
- Provide time between inservices for application of concepts.
- Evaluate application of concepts developed in prior inservices by way of group interaction.
- Provide for continuous monitoring of staff growth with provision for program modification.

PRESERVICE AGENDAS

PRESERVICE I: Overview of Special Education

A. History of Special Education

B. Current practices and beliefs

C. Definition and description of learning disabilities

D. Manifestation of learning disabilities in the classroom

E. Simulated learning disabilities: handouts and demonstrations

F. Remediation techniques

PRESERVICE II: Neurological Basis of Learning Problems in Exceptional Pupils

A. Neurological basis of learning problems

1. Possible causes of neurological problems
2. Detection
3. Emotional factors
4. Discipline

B. Student Data Sheets

1. Student Data sheets: interpretation and use
2. Special education glossary with examples
3. Discussion of actual assigned pupils':
   a. learning problems
   b. history in school classes
   c. learning modes and favored modes for particular students
4. Matching learning modes and disabilities

PRESERVICE III: Instructional Resources for Mainstreaming

A. Diagnostic/prescriptive approach

B. Task Analysis

C. Reinforcement

D. Choices and decision-making

PRESERVICE IV: Behavioral Disorders of Exceptional Pupils

A. Relationship between behavioral disorders and academic problems

B. Uniqueness in emotional problems of exceptional pupils

C. Examples of interaction

1. Home
2. Peers
3. School

D. Discussion of specific students in program

E. Potential behavioral effects of mainstreaming

INSERVICE AGENDAS

INSERVICE I: Behavior Management Workshop

A. Actual problems of special education students in regular classes

B. Behavior management: concepts, principles and applications

C. Simulated staffings (case reviews of special education students)

D. Problem solving strategies

E. Group staffings: application of problem-solving strategies

INSERVICE II: Behavior Management Workshop II

A. Review concepts and principles

B. Staffings: continuation in application of concepts and principles to specific students

INSERVICE III: TEE TIME - Teacher Efforts Evaluation: Feedback and Sharing on Instructional Skills

A. Instructional adaptations

1. small group discussion
2. large group sharing of results

B. Problem-solving session

1. small group discussion
2. large group discussion

INSERVICE IV: Contracting in the Mainstream

A. Principles

B. Procedure

C. Format

D. Application and development of sample contracts

INSERVICE V: TEE TIME II — Teacher Efforts Evaluation: Feedback and Sharing on Instructional Skills

A. Review

B. Small group problem-solving discussion

1. Group I
   a. attendance poor
   b. tardy often
   c. leave class prior to dismissal bell
2. Group II
   a. homework not done
   b. standard procedures not followed
   c. assignments not turned in
3. Group III
   a. appointments not kept
   b. repetitions not requested
   c. questions not asked

C. Large group sharing of suggestion solutions

INSERVICE VI: Reassessment in Prescriptive Teaching; TEAM Evaluation of Mainstreaming Program

A. Reassessment in Prescriptive Teaching

1. Student data
2. Pretests
3. Monitoring student progress

B. TEAM Evaluation of Mainstreaming Program

1. Preservice
2. Inservice
3. Scheduling of students
4. Resourcing during the year
5. Instructional adaptations
6. Effect on regular students

MEETING EVALUATION

(Preservice, inservice, or Staffing)

Meeting evaluated _____

Date conducted _____

Position of respondent: Teacher _____ Administrator _____ Specialist _____

Psychologist _____ Aide _____ Parent _____

Tutor _____ Other _____

Directions: Please circle the number in each response below which best represents your opinion with regard to the question asked. Return this form to inservice director before leaving session.

1. In general, what was the overall quality of the meeting?

   Low 1 2 3 4 5 High

2. How meaningful was the content of the meeting?

   Not 1 2 3 4 5 Very

3. Were the objectives of the meeting clear?

   Unclear 1 2 3 4 5 Very Clear

4. To what extent was adequate attention given to arrangements for the program? (Time, Place, Facilities?)

   Poor 1 2 3 4 5 Good

5. To what extent was the program beneficial to you?

   Little 1 2 3 4 5 Very

6. Do you feel this meeting has met most of your expectations and needs on this topic?

   Few 1 2 3 4 5 Most

Comments:

_____

_____

_____

_____

_____

_____

_____

FULLERTON UNION HIGH SCHOOL DISTRICT

SPECIAL EDUCATION — PROJECT TEAM
STAFF DEVELOPMENT
19__ — 19__

DATE - TIME						INSERVICE SCHEDULE	LEADER	PARTICIPANTS IN INSERVICE PRESENTATION				EVALUATION									
												No. - Attendees					RATING SCALE				
MON.	TUES.	WED.	THUR.	FRI.	SAT.			Principal-Resource Personnel	Teachers	Classified Staff	Other	Principal-Resource Personnel	Teachers	Classified Staff	Other		1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
DATE:																					
DATE:																					
DATE:																					
DATE:																					
DATE:																					

78

MAINSTREAMING TIMELINE AND INSERVICE SCHEDULE*

APRIL	MAY	JUNE—JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
• Administer teacher attitude survey • Administer teacher skills and strategies survey	• Pretest special education students • Identify students for mainstreaming • Identify regular classroom subject areas • Identify regular teachers • Schedule students into mainstreaming classes		• Conduct Preservices → I. Overview of Special Education II. Neurological Basis of Learning Problems of Exceptional Pupils; Behavior Disorders of Exceptional Pupils III. Diagnostic and Prescriptive Approaches to Teaching	IV. Instructional Resources in Mainstreaming • Pretest fall semester classes (regular teacher) • conduct weekly TEAM meetings • conduct case reviews (staffings) • monitor student progress	• Conduct Inservices → I. Behavior Management Workshop I (full day) • Observe classes →	II. Behavior Management Workshop II (full day)

DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
	• Continue Inservices → III. Feedback and Sharing on Instructional Skills • Posttest semester classes (regular teachers)	IV. Contracting in the Mainstream • Pretest spring semester classes (regular teachers)	V. Feedback and Sharing on Instructional Skills	VI. Reassessment in Prescriptive Teaching; Team Evaluation of Mainstreaming Program • Posttest mainstreamed students - WRAT/PIAT/SSI		• Posttest spring semester classes (regular teachers)
• Continue TEAM meetings →	→	→	→	→	→	
• Continue case reviews →	→	→	→	→	→	
• Continue monitoring of students' progress →	→	→	→	→	→	
• Continue observing classes →	→	→	→	→	→	

* All activities are to be conducted or coordinated by program director unless otherwise noted.

mainstreaming in operation:

resourcing

RESOURCING

Consulting with Classroom Teachers

The persons serving as resource to regular classroom teachers in a mainstreaming program should understand their unique relationship to the staff they serve and employ effective skills therein. The resource person is, in most instances, more competent in the knowledge and skill of teaching special education students than are the teachers with whom they consult. Yet if they assume this competence grants them authority and use it in a demanding way, their effectiveness as a consultant can be substantially reduced.

As a consultant they are a "teacher of teachers", and as such they should model the very skills they are asking the staff to employ with the students; e.g., they should show acceptance of individual differences, patience, trust, positive regard, and willingness to help. All teachers have different backgrounds, attitudes, and skills. Therefore, the resource person will need to develop ways of supporting the regular teachers' strengths in these areas while keeping an attitude of openness and honest communication in directing any changes.

Initially, the teachers may need some assistance in identifying skills or concepts to be taught and methods to be used in personalizing a course for each student (see student objectives form). This is a problem because secondary classes often are designed around a text divided into chapters or units rather than concepts. The purpose of identifying **concepts** is to help the teachers see the possible alternatives that are open to them in teaching these concepts other than using a textbook.

As the teachers complete the findings, following development of a skill or concept, the objectives can be updated in keeping with the student's progress and ability. The written objectives and findings serve to increase teachers' awareness of each student's progress more closely thereby reducing chances of his failure.

Student _____

Subject _____

STUDENT OBJECTIVES

CONCEPT / SKILL			
Methods/Materials To Develop Skills And Concepts	Date _____ Teacher _____	Date _____ Teacher _____	Date _____ Teacher _____
Skill/Concept Application	Date _____ Teacher _____	Date _____ Teacher _____	Date _____ Teacher _____
Findings	Date _____ Teacher _____	Date _____ Teacher _____	Date _____ Teacher _____

MONITORING STUDENT PROGRESS

The resource teacher takes the lead in monitoring progress of mainstreamed students. To assist the regular class teacher in the monitoring of pupil progress, the resource teacher needs to have time with mainstreamed students on a systematic schedule. Many students are placed into special education classes because they get behind in their studies and develop compensating behavioral problems or quit trying to succeed. If academic problems are detected before they become serious students can receive assistance and encouragement which will enable them to succeed.

The monitoring of student progress by the resource person can be done is a variety of ways:

- The student should be in a special study skills class so that the resource person can meet with him on a regular basis. In this way, problem areas can be identified and corrected to avoid further complications.

- The teacher should monitor class progress from 1 to 3 times weekly (to be shared with the resource person) via tests, papers, class discussion, class performance and/or personal conferences.

- The teacher with the resource person, should identify major units, skills, factors to be taught and measured in his/her class; these factors should be personalized with methods/strategies determined by information gained from the Student Data Sheet. The resource person should keep these identified factors from each class and review them periodically (about every 1 to 2 weeks) with the teacher to be sure that the teacher is aware of the student's progress or lack of it. (This is a built in check system so that information is gained by something tangible from the teacher or the student rather than a subjective coment on the part of either the teacher or the student.)

- Students tend to doubt their academic ability even after doing successful work in classes. It is helpful to them to provide a procedure whereby they can keep their work until the end of the semester so that they have tangible evidence of their success. Some students tend to discard papers as soon as they are returned; by helping them retain samples of their work, the teacher can promote in the student a feeling of pride in accomplishment and importance.

- Effort should be made to confer with teacher and student in private concerning the student's progress in class. These conferences with teachers and with students should be ongoing and will reveal problem areas that may require staffings, parent conferences, or inservices. The resource person should be alert for these possible problem areas that could be topics of future inservices. In this way, the conferences can serve as ongoing needs assessment for inservices.

RESOURCE SPECIALIST — TEACHER CONFERENCES

CONFERENCE QUESTIONS FOR TEACHERS

1. a. Do you have learner objectives which identify vocabulary skills?

   b. Do you have learner objectives which identify other aspects of your curriculum?

2. How are your objective materials coordinated with these objectives?

3. How do you monitor the learning progress of the students?

   ____ spot check ____ notebook ____ weekly papers ____ tests

4. How do you identify entry level skills, knowledge, or other behavior of students?

5. Do you have individualized learning objectives for each learner?

6. What instructional materials do you use to facilitate learner attainment of these assigned objectives? Give examples —

7. What specific methods/strategies facilitate learner attainment of asssigned objectives?

   ____ groups ____ off-campus studies ____ peer tutors ____ other tutors

   ____ use of audio-visual ____ involving students in demonstrations

8. How do you assess learner mastery of assigned objectives before assigning new objectives?

9. Do you provide feedback to parents regarding the students' progress? How?

____ regular progress report ____ papers ____ letters ____ telephone

10. How do you provide feedback to learners regarding their progress?

____ verbally ____ written on papers ____ token reinforcement

11. How do you usually recognize, commend, praise or otherwise reward learners for their accomplishments?

12. Do you look on all learners as being capable, trying or worthy of attempting work?

13. Do you include students in selecting their objectives? Give an example —

14. How do you use information provided by resource specialists to plan programs for learners?

15. Do you collaborate with other teachers who have the same students so as to plan learner objectives and activities?

TEACHER CONFERENCE

TEACHER _____ CONSULTANT _____

DATE _____ TIME _____

PROBLEMS _____

SUGGESTIONS _____

CONSULTANT FOLLOW-UP _____

SUCCESSES _____

SUCCESSFUL STRATEGIES TO DATE _____

COMMENTS _____

TEACHER STAFFING INPUT FORM

(Case Review)

Student's Name _____ Date _____ Teacher's Name _____

1. Student's attendance in class:

   ____ regular
   ____ regular, but tardy
   ____ sporadic
   ____ not attending

   Comment _____

2. Student's behavior in class:

   - *does/does not* follow class procedure
   - *does/does not* create distractions in class
   - *does/does not* interact with peers
   - *does/does not* ask questions
   - attention span *is/is not* very short
   - self confidence *is/is not* lacking

   Comment _____

3. Student's skill concept development:

   - student *is/is not* held back by inability to read well
   - student *is/is not* held back by apparent inability to comprehend important concepts
   - student *has/does not have* a real difficulty in writing and/or taking notes

   Comment _____

4. Preferred method that has worked with this student:

5. Alternatives that have worked with this student:

6. Alternatives that have not worked with this student:

RESOURCE SPECIALIST — STUDENT CONFERENCES

CONFERENCE QUESTIONS FOR STUDENTS

1. Are you there everyday? If not, why not?

2. Are you on time when you are there? If not, why not?

3. Do you understand the assignments? If not, why not?

4. Are you able to do the readings?
   a. When given reading time in class, do you finish?

   b. What do you do when you can't finish in class?

   c. When given reading for homework, are you able to complete the assignment? If not, how do you catch up?

   d. What is the hardest part of reading assignments? Explain —
      1) can't finish
      2) words are too hard
      3) don't understand what they're trying to say (concept)
      4) no problem

5. Are you supposed to take notes? Do you? Do you have notes for me to see? If not, why not?

6. Do you take pencil and paper to class? If not, why not?

7. Do you have a notebook? If not, why not?

8. Do you sit close enough to the front to hear well?

9. Do you sit close enough to the board to see well?

10. Do you ask questions?

11. Do you work in groups? Do you like this arrangement? Why or why not?

12. Do you ever try to see the teacher at any time besides class time? Before school, between classes, break, lunch, or after school?

13. Other:

STUDENT CONFERENCE

STUDENT _____ CONSULTANT _____

DATE _____ TIME _____

REGARDING _____

SUGGESTIONS _____

STUDENT FOLLOW—UP

CONSULTANT FOLLOW—UP

COMMENTS _____

Month _____

RESOURCE SERVICE EVALUATION

1977-78

FACTOR	SCALE RATING					COMMENTS
Degree to which the following factors have been of assistance in meeting student needs:						(Use DNA for Does Not Apply)
1. Direct subject matter assistance; e.g., methods, alternatives to be used with subject matter.	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	
2. Consultation assistance; e.g., alternatives in dealing with student behavior.	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	
3. Staffings	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	
4. Other (please specify)	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	

recommended readings

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Academic Therapy — issued quarterly by Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901.

American Journal of Mental Deficiency — issued bi-monthly by Publication Office, 49 Sheridan Avenue, Albany, New York. $18.00 per year.

American Journal of Orthopsychiatry — issed quarterly by American Orthopsychiatric Association, 1790 Broadway, New York 19, N. Y. $12.00 per year.

Exceptional Children — issued monthly, except in June and August, by Council for Exceptional Children, Jefferson Plaza, Suite 900, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202. $10.00 per year.

Journal of Learning Disabilities — issued monthly by Journal of Learning Disabilities, Subscription Department, 5 North Wabash Avenue, Chicago, Illinois. $8.00 per year.

Journal of School Psychology — issued quarterly by Journal of School Psychology, Inc., Columbus, Ohio. $5.00 per year.

Journal of Special Education — issued quarterly by the Journal of Special Education, Box 7030, Philadelphia, Pennsylvania 19149. $9.00 per year.

Mental Retardation — issued bi-monthly by Boyd Printing Company, 49 Sheridan Avenue, Albany, N. Y. $5.00 per year.

Psychology in the Schools — issued quarterly by Clinical Psychology Publishing Co., Conant Square, Brandon Vermont 05733. $15.00 per year.

The School Psychologist — Newsletter of Division of School Psychologists, American Psychological Association. Issued four times a year.

Teaching Exceptional Children — issued quarterly by Council for Exceptional Children, Jefferson Plaza, Suite 900, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202. $10.00 per year.

The Exceptional Parent — issued 10 times a year, Box 45, Newtonville, Mass. 02160. $6.00 per year.

MANUFACTURERS OF MATERIALS FOR USE WITH EXCEPTIONAL LEARNERS

Creative Publications
P.O. Box 10328
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(415) 968-3977

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